

Iowa School Leadership Initiative

A Report and Final Recommendations
Submitted to State Director of Education, Ted Stilwill
and the State Board of Education



Iowa Department of Education
Des Moines, IA 50319-0146
Fall 2000

State of Iowa
Department of Education
Grimes State Office Building
Des Moines, Iowa
50319-0146

State Board of Education

Corine A. Hadley, President, Newton
Sally J. Frudden, Vice President, Charles City
Gregory A. Forristall, Macedonia
Gregory D. McClain, Cedar Falls
Mary Jean Montgomery, Spencer
Donald L. Roby, Decorah
Gene E. Vincent, Carroll
Kay Wagner, Bettendorf
John C. White, Iowa City

Administration

Ted Stilwill, Director and Executive Officer
of the State Board of Education
Gail Sullivan, Chief of Policy and Planning

Division of Early Childhood, Elementary and Secondary Education

Judy Jeffrey, Administrator
Harold Overmann, Consultant School Leadership Development
Jim Graeber, Consultant, Bureau of Administration and School
Improvement Services
Lana Michelson, Administrative Consultant, Program Management,
Bureau of Children, Family and Community Services

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age or marital status in its programs or employment practices. If you have questions or grievances related to this policy, please contact Chief, Bureau of Administration and School Improvement Services, Grimes State Office Building, Des Moines, Iowa 50319-0146, (515) 281-5811.

Iowa School Leadership Initiative

Original Steering Committee Membership

Mr. Ed Anderson, Principal, Nashua Elementary School, Nashua-Plainfield Community School District
Mr. Mike Beranek, Teacher, Western Hills Elementary School, West Des Moines Community School District
Ms. Geri Berding, Teacher, Lincoln Elementary School, Clear Lake Community School District
Dr. Elaine Smith-Bright, Director of Professional Development, School Administrators of Iowa
Mr. Robert Clements, Attorney, Clements Law Firm, Oskaloosa
Ms. D. J. Corson, Organizational Development Consultant, Area Education Agency 7, Cedar Falls
Dr. Mary Delagardelle, Consultant, Iowa Association of School Boards
Ms. Rita Eichner, Research and Best Practice Team, Heartland Area Education Agency 11, Johnston
Ms. Dianna Engelbrecht, Graduate Student, University of Northern Iowa, Cedar Falls
Dr. Sister Margaret Feldner, Chair of Department of Education, Clarke College, Dubuque
Dr. Ron Fielder, Chief Administrator, Grant Wood Area Education Agency, Cedar Rapids
Ms. Mary Foley, Director, Leadership Training, Iowa Farm Bureau Federation, West Des Moines
Mr. Jack Foster, Board Member, Webster City Community School District
Ms. Jolene Franken, Teacher, Denison Elementary School, Denison Community School District
Dr. Dena Goplerud, Private consultant, Self employed
Mr. Jim Graeber, Consultant, Department of Education
Mr. Peter Hathaway, Member, Iowa Board of Educational Examiners, Sioux City
Mr. John Hieronymus, Teacher, High School, Iowa City Community School District
Ms. Carol Hough, Board Member, Lamoni Community School District
Dr. Dale R. Jackson, Professor, Educational Leadership, University of Northern Iowa, Cedar Falls
Ms. Judy Jeffrey, Administrator, Division of Early Childhood, Elementary and Secondary Education
Ms. Sue Keller, Teacher, Howar Junior High, Centerville Community School District
Ms. Angie King, Political Action Specialist, Iowa State Education Association
Ms. JoAnn Klinker, Graduate Student, Iowa State University, Ames
Dr. Anne Kruse, Director, Iowa Board of Educational Examiners, Des Moines
Mr. David Kwikkel, Principal, Middle School, Schaller/Crestland Community School District
Dr. Annette Liggett, Professor, School of Education, Drake University, Des Moines
Dr. Wayne Lueders, Associate Executive Director, Iowa Association of School Boards
Dr. Robert McNeil, Assistant Administrator, Grant Wood Area Education Agency 10, Cedar Rapids
Ms. Lana Michelson, Administrative Consultant, Department of Education
Mr. Don Otto, Board Member, Solon Community School District
Mr. Harold Overmann, Consultant School Leadership Development, Department of Education
Dr. John Perdue, President Elect, Iowa Association for Supervision and Curriculum Development
Mr. Max Phillips, President, Board of Education, Woodward-Granger Community School District
Dr. Bill Poston, Associate Professor, Educational Leadership, Iowa State University
Ms. Jan Reinicke, Director, Iowa State Education Association, Des Moines
Dr. Ron Rice, Executive Director, Iowa Association of School Boards
Dr. Joan Roberts, Principal, North High School, Des Moines Independent Community School District
Dr. Veronica Stalker, Superintendent, Waukee Community School District
Dr. Tom Sunderbruch, Principal, Assumption High School, Davenport
Dr. Gaylord Tryon, Executive Director, School Administrators of Iowa
Dr. Carolyn Wanat, Associate Professor & Program Coordinator, University of Iowa
Ms. Linda Whiting, Principal, Feelhaver Elementary School, Fort Dodge Community School District

Rationale for Initiative

Without a doubt, the world is changing at an incredible rate. An immigration rate twice that of a century ago has resulted in dramatic demographic shifts. The difference in the mean income between the wealthiest and the poorest continues to grow. Advances in technology and science are mind boggling; the burgeoning Internet has placed a tremendous amount of knowledge literally at our fingertips; and huge companies are merging with other huge companies, which will undoubtedly have implications for the workplace of the future. Advances in knowledge and an increasingly complex society call for an even more educated electorate.

Society's views toward public education also have changed. As noted education leader Carl Glickman (1998) points out, the public school system "is being attacked continuously, with some calling to replace public schools with privatization, tuition vouchers, and unbridled free choice." Some advocates of school choice claim that the public school system is not working well enough to serve the needs of individuals in a fast-paced society. Others have labeled the current education system obsolete (Wagner, 1998).

Educators Andy Hargreaves and Michael Fullan (1998) maintain that because of all these technological and societal changes and pressures, the walls of the school have – and should – "come tumbling down." Problems that were once "out there" are intruding more and more into schools. Schools must engage and connect more openly and deeply with the wider community – with all its complexities, problems, and rapid change – if they want to improve the future of education. As Hargreaves and Fullan argue, it is vitally important that educators not ignore these outside forces, "for if they are unprepared, they will only fall prey to their most damaging effects." (Mid-continent Research for Education and Learning [McREL] – Leadership for School Improvement)

Iowa's school leaders are as skilled today as any time in our educational history. They have been trained in financial management, student management, school law and curriculum in their preparation programs. These skills reflect what school boards and communities have expected. Expertise in these skills has served the traditional schools very well. These traditional skills, without strong leadership skills, will not be adequate to serve students and solve problems in the future.

There are approximately 1,880 school administrators in the state. According to the School Administrators of Iowa (SAI) survey in 1999, in the next three years 620 of these administrators are expected to retire. A number of Iowa school districts could lose all of their administrators in one year. Iowa could see 450 administrators retire on June 30, 2003. Normally about 75 administrators would retire each year.

New administrators will need a preparation program that will teach leadership skills. Current school administrators will need professional development in order to upgrade their current skills. Iowa is in a critical situation in providing Iowa schools with enough well-trained educational leaders.

Iowa Leadership Initiative

To ensure a well-trained school administrator in every school building and district office in the state will require a systemic effort. Collaboration among the Iowa Department of Education, the Board of Educational Examiners, preparation institutions, professional organizations, area education agencies, and various training initiatives with local schools will be needed for success.

The Iowa School Leadership Initiative began in August of 1999 with the goal of providing recommendations to the State Board of Education regarding the recruitment, preparation, and support for new administrators and practicing administrators. The basis of these recommendations would be standards for Iowa educational leaders.

The State Board of Education had selected school administrative leadership as a top priority issue for the 1999-2000 school year. The Iowa Department of Education then addressed the priority by designing a plan to advance its implementation. The first component included a series of 15 public deliberative community conversations. Each of the area education agencies throughout the state were asked to host a meeting. The purpose of the conversations was to obtain Iowans' views about the qualities and qualifications of school leaders. Over 600 individuals participated in the community conversations.

The second component established a 35-member Steering Committee. The Steering Committee membership was comprised of individuals from both the education and non-educational communities. They included representatives of almost all of the educational organizations in the state, each level of public schools, higher education and the private sector. The purpose of the Steering Committee was to review the input from the conversations, recommend standards for Iowa leaders, and provide recommendations in the areas described above.

The Steering Committee convened 11 times from September 1999 to August 2000. Subcommittees were formed to study: what a school leader must know and be able to do and be like; a professional development delivery system; and contextual and system issues that influence the effectiveness, recruitment and retention of school leaders.

The first action of the Steering Committee led to the recommendation to adopt The Interstate School Leaders Licensure Consortium: Standards for School Leaders (ISLLC) with minor modifications. A Steering Committee work group found most of the desired leadership traits described by Iowans in the community conversations were also found in the ISLLC standards.

Each subcommittee's report was accompanied by recommendations, which were considered by the total committee. The final report to the State Board of Education included recommendations concerning strategies and alternatives to address the leadership needs in the following six areas:

1. Recruitment of Candidates
2. Preparation Programs
3. Licensure
4. Retention

5. Continuing Education and Relicense
6. Sustaining the School Leadership Effort

These recommendations are initial steps to address the leadership concerns of the state. As the recommendations are implemented, additional concerns will need to be addressed. The recommendations will require action by the State Board of Education, Department of Education, Board of Educational Examiners and other constituencies in order to meet the leadership needs of the state.

RECOMMENDATIONS

A. Recruitment of Candidates

- 1. The recruitment and nurturing of prospective school administrators should be a responsibility of local school districts or consortium of districts with the support of the area education agencies, administrative preparation programs, the Department of Education, and professional organizations.**
 - Local districts should have a plan for recruiting and developing future leaders by providing leadership development opportunities. The plan should be a component of the local district's school improvement plan.
 - Districts may form consortiums to provide capacity-building activities for potential school leaders.
 - The Department of Education, in collaboration with the educational organizations, should support the local districts in nurturing and recruitment of future leaders through marketing and a variety of other strategies.
- 2. The General Assembly should systematically remove existing regulatory disincentives and create incentives to attract quality candidates and facilitate the recruitment of school administrators.**
 - The General Assembly should provide funds to local districts and/or consortium of districts for capacity building of school leadership.
 - Forgivable education loans should be provided to aspiring administrators contingent upon practicing in Iowa.
 - The disincentives of the Iowa Public Employees' Retirement System (IPERS) (e.g. reemployment wage of \$14,000, retirement portability, and buy back) should be removed.
- 3. The local districts should remove existing disincentives and create incentives to attract and retain quality school leaders.**
 - Collective bargaining or contractual barriers that discourage teachers from pursuing administration preparation should be examined by local school districts.

RECOMMENDATIONS

B. Preparation Programs

- 1. High quality preparation programs for administrators need to be developed and implemented. Differentiated curriculum and opportunities need to be provided to meet the needs of both school districts and candidates in preparation programs.**
 - Local districts or consortium of local districts need to identify their leadership needs, seek collaborative partnerships, define the content and delivery system, and support leadership preparation programs.
 - Preparation programs must look beyond their current faculty to provide instruction to administrative candidates through the use of technology, including access to the best and most diverse instruction in the world.
 - Preparation programs need to align their content and the context with the Iowa Standards for School Administrators. See the appendix for the Iowa Standards for School Administrators.
 - Learning in preparation programs must be connected to the practice of school administration, management and leadership in multiple ways. There must be an emphasis placed on field-based experiences such as internships, case studies, simulations, problem-based experiences and seminars with administrators who are experienced and have demonstrated educational leadership.
 - The preparation programs must be sensitive to the professional/consumer needs of candidates and local districts.
 - Preparation programs may be developed within the current higher education institutions or by other sources approved by the State Board of Education.
- 2. Approval of education administration preparation programs and regulations by the State of Board of Education should be separated from teacher education program approval and regulations.**

RECOMMENDATIONS

C. Licensure

1. **The Board of Educational Examiners should adopt the Iowa Standards for School Administrators as the core knowledge and skills for all administrative positions and provide the basis for the licensure of school administrators. See the appendix for the Iowa Standards for School Administrators.**
2. **Programs recommending individual candidates for administrative licensure should provide assurance that each candidate has demonstrated proficiency on Iowa Standards for School Administrators through multiple and varied means of assessment.**
3. **Current licensure and experience as a school administrator in another state should qualify for licensure as an administrator in Iowa.**
4. **Three years of teaching or related educational experience in an accredited institution and three years of educational administrative experience should be required for a superintendent license.**
5. **A graduate degree should be required for licensure as a school administrator.**
6. **The licensure barriers keeping qualified administrators in the area education agencies system and education agencies from accepting like positions within local school districts should be removed.**
7. **The current principal licensure requirement of five years of teaching experience should be changed to a three-year requirement in teaching or related educational experience in an accredited institution.**
8. **The Board of Educational Examiners shall give significant consideration to those recommendations offered periodically by the Iowa Partnership for School Leadership. (See Section F - Sustaining the School Leadership Effort.)**
9. **Evidence of one year of participation in a quality mentoring program approved by the State Board of Education and professional development activities tied to the Iowa Standards for School Administrators should be required for the initial licensure of school administrators.**

RECOMMENDATIONS

D. Retention

- 1. Building upon the Iowa Standards for School Administrators, school districts should define management and leadership expectations of school administrators so that leadership becomes the priority.**
 - School boards and administrators need to define their roles and responsibilities to gain a better understanding of mutual school leadership as it relates to continuous school improvement.
 - Communities, school boards and school personnel need to have regular conversations about the role of the school and the role of school leadership within that school.
- 2. Incentives through the General Assembly must be provided to retain quality administrators.**
 - Administrative salaries must be at a level designed to attract and retain quality school administrators.
 - The state should follow the lead of the federal government and other states and allow educators eligible to draw IPERS to draw retirement benefits while being employed as a public employee.
- 3. Incentives must be provided to local districts or consortium of districts to facilitate the retention of school administrators.**
 - It is a joint responsibility between the school board and administrative leaders to develop expectations that will lead to effective management and leadership.
- 4. Quality statewide induction and mentoring program(s) for new administrators must be supported and established.**
 - State funds should be provided to assist in the cost of a quality mentoring program for new administrators.

RECOMMENDATIONS

E. Continuing Education and Relicense

- 1. Professional development activities for school leaders must incorporate the following characteristics.**
 - Validate teaching and learning as the central activities of the school.
 - Engage all school leaders in planned, integrated, career-long learning to improve student achievement.
 - Promote collaboration to achieve district and school goals while meeting individual needs.
 - Model effective learning processes and utilize adult learning theory.
 - Incorporate measures of accountability that direct attention to valued learning outcomes.
 - Incorporate technology.
- 2. Establish a tiered system of administrative licensing moving from provisional to full licensure, modeled after the teacher licensing process. The system should include a strong performance based professional development system for the continued licensing of administrators.**
- 3. Maintain the evaluator license but remove the requirement for renewal every five years.**

RECOMMENDATIONS

F. Sustaining the School Leadership Effort

- 1. Establish the Iowa Partnership for School Leadership (IPSL). Under the auspices of the Department of Education, the IPSL should promote quality leadership, which positively impacts the achievement of Iowa students, by coordinating the development, assessment, networking, and support of current and aspiring school leaders.**
- 2. The Partnership will be funded and empowered with the decision-making authority necessary to provide essential supportive functions.**

The Partnership will:

- Carry on the intended work of the Iowa School Leadership Steering Committee.
- Fulfill the mission of the Iowa Leadership Initiative through collaborative efforts with the Board of Educational Examiners, preparation programs, professional and education organizations, area education agencies and local school districts.
- Provide leadership for the state in providing or coordinating ongoing professional development in the area of administrative leadership.

APPENDIX

IOWA STANDARDS FOR SCHOOL ADMINISTRATORS

Standard 1: A school administrator is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge

The administrator has knowledge and understanding of:

- K 1.1 – Learning goals in a pluralistic society
 - K 1.2 – The principles of developing and implementing strategic plans
 - K 1.3 – Systems theory
 - K 1.4 – Information sources, data collection, and data analysis strategies
 - K 1.5 – Effective communications
 - K 1.6 – Effective consensus-building and negotiation skills
-

- K 2.1 – Student growth and development
- K 2.2 – Applied learning theories
- K 2.3 – Applied motivational theories
- K 2.4 – Curriculum design, implementation, evaluation, and refinement

- K 2.5 – Principles of effective instruction
 - K 2.6 – Measurement, evaluation, and assessment strategies
 - K 2.7 – Diversity and its meaning for educational programs
 - K 2.8 – Adult learning and professional development models
 - K 2.9 – The change process for systems, organizations, and individuals
 - K 2.10 – The role of technology in promoting student learning and professional growth
 - K 2.11 – School cultures
-

- K 3.1 – Theories and models of organizations and the principles of organizational development
 - K 3.2 – Operational procedures at the school and district level
 - K 3.3 – Principles and issues relating to school safety and security
 - K 3.4 – Human resources management and development
 - K 3.5 – Principles and issues relating to fiscal operations of school management
 - K 3.6 – Principles and issues relating to school facilities and use of space
 - K 3.7 – Legal issues impacting school operations
 - K 3.8 – Current technologies that support management functions
-

- K 4.1 – Emerging issues and trends that potentially impact the school community
 - K 4.2 – The conditions and dynamics of the diverse school community
 - K 4.3 – Community resources
 - K 4.4 – Community relations and marketing strategies and processes
 - K 4.5 – Successful models of school, family, business, community, government and higher education partnerships
-

- K 5.1 – The purpose of education and the role of leadership in modern society
 - K 5.2 – Various ethical frameworks and perspectives on ethics
 - K 5.3 – The values of the diverse school community
 - K 5.4 – Professional codes of ethics
 - K 5.5 – The philosophy and history of education
-

- K 6.1 – Principles of representative governance that undergird the system of American schools
 - K 6.2 – The role of public education in developing and renewing a democratic society and an economically productive nation
 - K 6.3 – The law as related to education and schooling
 - K 6.4 – The political, social, cultural and economic systems and processes that impact schools
 - K 6.5 – Models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling
 - K 6.6 – Global issues and forces affecting teaching and learning
 - K 6.7 – The dynamics of policy development and advocacy under our democratic political system
 - K 6.8 – The importance of diversity and equity in a democratic society
-

Dispositions

- The administrator believes in, values, and is committed to:

- D 1.1 – The educability of all
 - D 1.2 – A school vision of high standards of learning
 - D 1.3 – Continuous school improvement
 - D 1.4 – The inclusion of all members of the school community
 - D 1.5 – Ensuring that students have the knowledge, skills, and values needed to become successful adults
 - D 1.6 – A willingness to continuously examine one's own assumptions, beliefs, and practices
 - D 1.7 – Doing the work required for high levels of personal and organizational performance
-

- D 2.1 – Student learning as the fundamental purpose of schooling
 - D 2.2 – The proposition that all students can learn
 - D 2.3 – The variety of ways in which students can learn
 - D 2.4 – Life long learning for self and others
 - D 2.5 – Professional development as an integral part of school improvement
 - D 2.6 – The benefits that diversity brings to the school community
 - D 2.7 – A safe and supportive learning environment
 - D 2.8 – Preparing students to be contributing members of society
 - D 2.9 – The partnership and collaboration with and among staff
-

- D 3.1 – Making management decisions to enhance learning and teaching
 - D 3.2 – Taking risks to improve schools
 - D 3.3 – Trusting people and their judgements
 - D 3.4 – Accepting responsibility
 - D 3.5 – High quality standards, expectations, and performances
 - D 3.6 – Involving stakeholders in management processes
 - D 3.7 – A safe environment
-

- D 4.1 – Schools operating as an integral part of the larger community
 - D 4.2 – Collaboration and communication with families
 - D 4.3 – Involvement of families and other stakeholders in school decision-making processes
 - D 4.4 – The proposition that diversity enriches the school
 - D 4.5 – Families as partners in the education of their children
 - D 4.6 – The proposition that families have the best interests of their children in mind
 - D 4.7 – Resources of the family and community needing to be brought to bear on the education of students
 - D 4.8 – An informed public
-

- D 5.1 – The ideal of the common good
 - D 5.2 – The principles in the Bill of Rights
 - D 5.3 – The right of every student to a free, quality education
 - D 5.4 – Bringing ethical principles to the decision-making process
 - D 5.5 – Subordinating one's own interest to the good of the school community
 - D 5.6 – Accepting the consequences for upholding one's principles and actions
 - D 5.7 – Using the influence of one's office constructively and productively in the service of all students and their families
 - D 5.8 – Development of a caring school community
-

- D 6.1 – Education as a key to opportunity and social mobility
 - D 6.2 – Recognizing a variety of ideas, values, and cultures
 - D 6.3 – Importance of a continuing dialogue with other decision makers affecting education
 - D 6.4 – Actively participating in the political and policy-making context in the service of education
 - D 6.5 – Using legal systems to protect student rights and improve student opportunities
-

Performances

The administrator facilitates processes and engages in activities ensuring that:

- P 1.1 – The vision and mission of the school are effectively communicated to staff, parents, students, and community members
- P 1.2 – The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- P 1.3 – The core beliefs of the school vision are modeled for all stakeholders
- P 1.4 – The vision is developed with and among stakeholders
- P 1.5 – The contributions of school community members to the realization of the vision are recognized and celebrated
- P 1.6 – Progress toward the vision and mission is communicated to all stakeholders
- P 1.7 – The school community is involved in school improvement efforts
- P 1.8 – The vision and goals for student learning shapes the educational programs, plans, and actions
- P 1.9 – An implementation plan is developed in which objectives and strategies to achieve the vision and goals for student learning are clearly articulated.
- P 1.10 – Assessment data related to student learning are used to develop the school vision and goals
- P 1.11 – Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- P 1.12 – Barriers to achieving the vision are identified, clarified, and addressed
- P 1.13 – Needed resources are sought and obtained to support the implementation of the school mission and goals
- P 1.14 – Existing resources are used in support of the school vision and goals

P 1.15 - The vision, mission, and implementation plans are regularly monitored, evaluated and revised

- P 2.1 – All individuals are treated with fairness, dignity, and respect
 - P 2.2 – Professional development promotes a focus on student learning consistent with the school vision and goals
 - P 2.3 – Students and staff feel valued and important
 - P 2.4 – The responsibilities and contributions of each individual are acknowledged
 - P 2.5 – Barriers to student learning are identified, clarified, and addressed
 - P 2.6 – Diversity is considered in developing learning experiences
 - P 2.7 – Life long learning is encouraged and modeled
 - P 2.8 – There is a culture of high expectations for self, student, and staff performance
 - P 2.9 – Technologies are used in teaching and learning
 - P 2.10 – Student and staff accomplishments are recognized and celebrated
 - P 2.11 – Multiple opportunities to learn are available to all students
 - P 2.12 – The school is organized and aligned for success
 - P 2.13 – Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
 - P 2.14 – Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
 - P 2.15 – The school culture and climate are assessed on a regular basis
 - P 2.16 – A variety of sources of information is used to make decisions
 - P 2.17 – Student learning is assessed using a variety of techniques
 - P 2.18 – Multiple sources of information regarding performance are used by staff and students
 - P 2.19 – A variety of supervisory and evaluation models is employed
 - P 2.20 – Pupil personnel programs are developed to meet the needs of students and their families
 - P 2.2 – Staff have opportunities to work collaboratively with peers for improving student learning
 - P 2.22 – The administrator maintains a direct connection to the learning environment
 - P 2.23 – Analyzes, interprets, and uses educational research for improving student learning
 - P 2.24 – Seeks feedback on their own performance
-

- P 3.1 – Knowledge of learning, teaching, and student development is used to inform management decisions
- P 3.2 – Operational procedures are designed and managed to maximize opportunities for successful learning
- P 3.3 – Emerging trends are recognized, studied, and managed to maximize opportunities for successful learning
- P 3.4 – Operational plans and procedures to achieve the vision and goals of the school are in place

- P 3.5 – Collective bargaining and other contractual agreements related to the school are effectively managed
 - P 3.6 – The school plant, equipment, and support systems operate safely, efficiently, and effectively
 - P 3.7 – Time is managed to maximize attainment of organizational goals
 - P 3.8 – Potential problems and opportunities are identified
 - P 3.9 – Problems are confronted and resolved in a timely manner
 - P 3.10 – Financial, human, and material resources are aligned to the goals of schools
 - P 3.11 – The school acts entrepreneurially to support continuous improvement
 - P 3.12 – Organizational systems are regularly monitored and modified as needed
 - P 3.13 – Stakeholders are involved in decisions affecting schools
 - P 3.14 – Responsibility is shared to maximize ownership and accountability
 - P 3.15 – Effective problem-framing and problem-solving skills are used
 - P 3.16 – Effective conflict resolution skills are used
 - P 3.17 – Effective group-process and consensus building skills are used
 - P 3.18 – Effective communications skills are used
 - P 3.19 – There is effective use of technology to manage school operations
 - P 3.20 – Fiscal resources of the school are managed responsibly, efficiently, and effectively
 - P 3.21 – A safe, clean, and aesthetically pleasing school environment is created and maintained
 - P 3.22 – Human resource functions support the attainment of school goals
 - P 3.23 – Confidentiality and privacy of school records are maintained
-

- P 4.1 – High visibility, active involvement, and communication with the larger community is a priority
 - P 4.2 – Relationships with community leaders are identified and nurtured
 - P 4.3 – Information about families and community concerns, expectations, and needs is used regularly
 - P 4.4 – There is outreach to different business, religious, political, and service agencies and organizations
 - P 4.5 – Credence is given to individuals and groups whose values and opinions may conflict
 - P 4.6 – The school and community serve one another as resources
 - P 4.7 – Available community resources are secured to help the school solve problems and achieve goals
 - P 4.8 – Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
 - P 4.9 – Community youth family services are integrated with school programs
 - P 4.10 – Community stakeholders are treated equitably
 - P 4.11 – Diversity is recognized and valued
 - P 4.12 – Effective media relations are developed and maintained
 - P 4.13 – A comprehensive program of community relations is established
 - P 4.14 – Public resources and funds are used appropriately and wisely
 - P 4.15 – Community collaboration is modeled for staff
 - P 4.16 – Opportunities for staff to develop collaborative skills are provided
-

- P 5.1 – Examines personal and professional values
 - P 5.2 – Demonstrates a personal and professional code of ethics
 - P 5.3 – Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
 - P 5.4 – Serves as a role model
 - P 5.5 – Accepts responsibility for school operations
 - P 5.6 – Considers the impact of one's administrative practices on others
 - P 5.7 – Uses the influence of the office to enhance the educational program rather than for personal gain
 - P 5.8 – Treats people fairly, equitably, and with dignity and respect
 - P 5.9 – Protects the rights and confidentiality of students and staff
 - P 5.10 – Demonstrates appreciation for and sensitivity to the diversity in the school community
 - P 5.11 – Expects that others in the school community will demonstrate integrity and exercise ethical behavior
 - P 5.12 – Opens the school to public scrutiny
 - P 5.13 – Applies laws and procedures fairly, wisely, and considerably
-

- P 6.1 – The environment in which schools operate is influenced on behalf of students and their families
- P 6.2 – Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which the school operates
- P 6.3 – There is ongoing dialogue with representatives of diverse community groups
- P 6.4 – The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- P 6.5 – Public policy is shaped to provide quality education for students
- P 6.6 – Lines of communication are developed with decision makers outside the school community